Virginia Department of Education ● www.doe.virginia.gov

Gatewood Academy

1241 Gatewood Rd., Newport News, VA 23601

Grade Span: PK-PK

Newport News City Public Schools

Principal:

Ms. Heather Jankovich

(757) 591-4963

Superintendent:

Dr. Ashby Kilgore

(757) 591-4545

School's Designation:

Not In Improvement

This School -

This School Division -	**Did Not Make AYP**
The State -	**Did Not Make AYP**

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

This School's Focus Area(s):

Pre-School Care

This School's Other Academic Indicator for AYP is

Annual Measurable Objective for Mathematics is	**85**
Annual Measurable Objective for Reading/Language Arts is	**86**

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2009-2010	2010-2011	2011-2012
Student Population	70	69	78
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement
LEP Reading Exempt	-	-	-
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Accreditation ratings are based on student achievement during the most recent completed school year or on average achievement during the three most recent school years — whichever is higher. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates						
Subject	2009-2010		2010-2011		2011-2012	
	1 Year	3 Year	1 Year	3 Year	1 Year	3 Year
Key: < = A group below state definition for personally identifiable results						
- = No data for group						
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School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2008-2009	2009-2010	2010-2011
PK - Pre-kindergarten	80	70	69
Key: < = A group below state definition for personally identifiable results			
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Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
	Count / Percentage		
Program type	2008-2009	2009-2010	2010-2011
	-	-	-
Key: < = A group below state definition for personally identifiable results			
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* = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2008-2009	2009-2010	2010-2011
Weapons Offenses	0	0	0
Offenses Against Student	0	0	0
Offenses Against Staff	0	0	0
Other Offenses Against Persons	0	0	0
Alcohol, Tobacco, and Other Drug Offenses	0	0	0
Property Offenses	0	0	0
Disorderly or Disruptive Behavior Offenses	0	0	0
Technology Offenses	0	0	0
All Other Offenses	0	0	0

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Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2008-2009			2009-2010			2010-2011		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
Key: < = A group below state definition for personally identifiable results										
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Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2008-2009			2009-2010			2010-2011		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested											
Student Subgroup	Type	2008-2009			2009-2010			2010-2011		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
Key: < = A group below state definition for personally identifiable results											
- = No data for group											
* = Data not yet available											
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AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2008-2009	2009-2010	2010-2011
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y
Key: Y = Met objectives			
N = Did not meet objectives			
RN = Reduced failure by ten percent but did not meet other academic indicator			

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2008-2009				2009-2010				2010-2011			
		Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Key: < = A group below state definition for personally identifiable results													
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Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
		Count		
	Type	2008-2009	2009-2010	2010-2011
NOCTI Assessments	School	*	*	*
	Division	96	83	72
	State	3376	4254	4664
State Licensures	School	*	*	*
	Division	8	17	14
	State	593	739	880
Industry Certification	School	*	*	*
	Division	328	390	494
	State	15873	24064	28586
Workplace Readiness	School			*
	Division	-	-	161
	State	-	-	2589
CTE Completers	School	*	*	*
	Division	615	656	642
	State	38334	39708	41329

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Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2008-2009	2009-2010	2010-2011
School			
This school	-	0	0
Division			
All Schools	1	0	0
High Poverty	1	0	0
Low Poverty	-	0	0
State			
All Schools	2	1	1
High Poverty	3	2	1
Low Poverty	1	1	0
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts,mathematics,			
science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2008-2009	2009-2010	2010-2011
Division			
Provisional	7	6	3
Provisional Special Education	2	1	1
State			
Provisional	6	5	4
Provisional Special Education	2	2	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2008-2009	2009-2010	2010-2011
School			
Bachelor's Degree	21	13	14
Master's Degree	79	87	86
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	46	46	45
Master's Degree	53	53	54
Doctoral Degree	1	1	1
State			
Bachelor's Degree	44	44	45
Master's Degree	54	53	53

Teacher Education Attainment			
Degree type	2008-2009	2009-2010	2010-2011
Doctoral Degree	1	1	1

Key: < = A group below state definition for personally identifiable results
    - = No data for group
    * = Data not yet available